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HW #2

My experience at the grade level of school was very good. The town I grew up in had 3 elementary schools that were split up by school district. The town I grew up in (Wethersfield CT) had a distribution of people in various economic classes; the school districts were set up in a way where students from lower income houses and higher income classes were mixed. In Wethersfield elementary school started at grades one through six, middle school was grades seventh through eight, and high school was ninth grade through twelfth grade. In elementary school we had what was called a, “home room”, this was the primary teacher throughout the day and she taught us most of our classes. During the middle of the day we would travel to different classrooms and study subjects with different teachers so we didn’t have to stay in one room the whole time. My school was well funded and the staff that worked there reflected that, they were very knowledgeable, kind, and committed. The arts were also something that were funded at my elementary school. Students could learn how to play an instrument, take chorus, and take art classes. My experience as a child can’t be compared to the schools in savage inequalities chapter 2. The text explains that in the school’s students have 13 different teachers in one year and use part of the school gym as their classroom, and they test far below their actual grade level. Consistency is very important when teaching children, stability is important in young people’s lives because it helps them to get closer to the teacher and the teachers can be better equipped to notice if a child is struggling or is having any problems. Some classes in the text took place in the gymnasium. Children need a stable learning environment in which they can focus. The test scores in my school were above average for CT schools and that can be mostly attributed to good funding. The school I went to and the schools discussed in savage inequalities are very different.